DOCUMENT RESUME

ED 467 979 JC 020 596

AUTHOR	Hoag, Erin; Kisiel, Valerie
TITLE	Linkability: Orientation for the 21st Century.
PUB DATE	2002-00-00
NOTE	11p.; Alternate Title: There's No Need To Reinvent the Wheel: Creating Computer-Based Student Services at Front Range Community College. Paper presented at the Annual Meeting of the National Academic Advising Association (26th, Salt Lake City, UT, September 29-October 2, 2002).
PUB TYPE	Opinion Papers (120) -- Speeches/Meeting Papers (150)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	*Ancillary School Services; Community Colleges; *Computer Oriented Programs; *Computer Uses in Education; Guidance Centers; Information Services; Information Technology; *Online Systems; *Student Personnel Services; Two Year Colleges
IDENTIFIERS	*Front Range Community College CO

ABSTRACT

This document outlines the steps necessary to develop computer-based student service programs that will improve service quality and alleviate the problems associated with staff shortages and heavy case loads. The analysis phase of the process entails that the project manager complete the following steps: (1) define the problem; (2) conduct a learner and environmental analysis; (3) define the scope of the project; (4) research funding sources; and (5) earn the support of key constituents (e.g., the information technology department, faculty, and administration). The next two phases of the program creation process include conducting a summative evaluation of the program content that is to be translated to a computer-based model, and to research existing computer models. Next is the design phase, which requires that project leaders (1) define objectives; (2) outline the structure; (3) develop assessment and evaluation procedures; (4) select instructional design strategies; (5) create a script/storyboard; and (6) create a design template. The final phases of the project include conducting a formative evaluation, continuing to research model programs, developing the program, and implementing the design. (RC)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 467 979

Linkability: Orientation for the 21st Century

Presentation for the
26th Annual National Conference on Academic Advising
September 29th – October 2, 2002
By Erin Hoag and Valerie Kisiel

(Alternate Title:
"There's No Need to Reinvent the Wheel")

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL IN
MICROFICHE ONLY HAS BEEN GRANTED BY

V. Kisiel

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

28

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC020596

BEST COPY AVAILABLE

Valerie Kisiel
ILT 5110
11-06-01

There's No Need to Reinvent the Wheel

Creating Computer-Based Student Services at Front Range Community College

While working at Front Range Community College, i have noticed a problem that greatly influences the quality of student services: short staffing. At my institution, advisors, counselors, and financial aid directors have case loads that range from three hundred to five hundred students. This situation many times results in the delivery of poor services. Because of this problem, computer- based student services are becoming increasingly more popular. I have developed a model that would guide a student service employee through the instructional design process for such services as orientations, workshops, career services, etc. Many schools across that country already have these services in place. Therefore, I continually refer back to the research process, because your colleagues are, many times, the most knowledgeable resource. In addition, I continually refer back to the evaluation process, because it is a crucial component of producing computer-based materials for my particular setting.

Analysis

Define problem

1. Concretely define your problem. This process should be thorough; however, it may be unrealistic to assume that your work environment would allow for an intensive analysis. Therefore, you should focus on the quality of this process rather than the quantity. This task is crucial because administrators will want to know specifically why this project should be funded. When defending your project, you will need to start with a concrete statement of the problem so they realize that something needs to be done.

Learner analysis

2. Conduct a learner analysis. Because the environment of a community college is so diverse, it is impossible to define the "typical" community college student. Therefore, this process will not take long. However, one must assume that every student has some sort of experience with computers.

Environment analysis

3. Before you go any further, make sure the school has the appropriate resources available. Does the school have enough computers? Does the school have the budget for the software? Is this project practical in your particular environment? Will your school have to buy twenty additional computers? Is that realistic?

Define scope

4. You should define the scope at the beginning of the project. This is essential for planning purposes, because one may need additional support or resources. How long will the project take? How many people need to be involved? Will you need additional training? Will you need to out-source aspects of the project? How much will the project cost? These questions are crucial when thinking about the next step: Funding

Research funding

5. After you have determined the estimated cost of your project, you will need to convince someone to give you the money to make this project work. Is there room in the budget? Will you need to write a grant for funds? Will you need release time or a contract for extra duties? Talk to your supervisor, Dean, and other colleagues for funding ideas and options.

Earn support

6. You must analyze who needs to be on "your side". Think about your project in terms of the college as a whole. Who will benefit from this revision? How will they benefit? Why will it help promote the college? You will have roadblocks and you will need continual support throughout your project. It only makes sense to gain that support in the beginning of your project. If your fellow colleagues are gaining something from your project, they will be more willing to help you get the project implemented. Talk to the....

    a. IT department and webmaster

    If these people are going to be involved in the development or production process, you will need to talk to them immediately. Ask them if they have implemented projects like this before. Do they know anyone that has? IT people are familiar with technology integration, they may have tips on how to gain support from other departments.

    b. faculty

    This process is meant to be a collaborative effort and faculty members should be included. They can offer valuable suggestions and like to voice their opinions. Ask them for advice or suggestions. Down the road, they may be very helpful with such areas as content and accuracy. Moreover, they may know fellow colleagues or maybe a student that could help with the development process?

    c. administration

    This is where you need to focus most of your attention. Convince the administrators that this project will increase FTE and student success rates. They like those words. Moreover, emphasize that the use of technology will inevitably make your department more efficient, because the actual staff will not be conducting such things as orientations or financial aid workshops. Provide examples from other schools. This gets

the competitive blood working. If there are college initiatives around technology, throw that into the mix.

Summative Evaluation

Most likely, there is a paper-based version of the material you are trying to convert to a computer-based format. According to Smith and Ragan, you should conduct summative evaluation of this content. This allows you to analyze what works and what does not work (Smith, 352-354). Also, check with colleagues to see if there are any student evaluations regarding the previously used content. Before you begin the design or research process, decide what specific areas need improvement. This will provide a context for your research and design.

Research

No need to reinvent the wheel. The best place to look for ideas is amongst your colleagues. Hop on the Internet and look for other schools that are doing what you want to do. Contact them and ask them for advice. They may even have a model established. This will also allow you to view the different design tools available. Research what works and what does not work.

Design

1. Define objectives

Define the learning objectives. What do you want the students to know after they have finished viewing this computer-based material? This is crucial to state before deciding upon the structure of your design.

2. Outline structure

Once you have decided what you want students to know, it is necessary to analyze how you want to organize and present this information. Outline your material. What are your main sections? How does the previously used material need to be reorganized?

3. Develop assessments and evaluations

Most likely, you will require either a quiz or an evaluation. A short interactive quiz is helpful in gaining an idea about content revisions. An evaluation is helpful when thinking about format revisions. Decide what you want to highlight at this stage, so you can present that information clearly. This will be extremely helpful as you head into the development stage.

4. Select Instructional Design Strategies

Now that you have the outline and have developed the assessment questions, it is time to think about how you want to deliver this material. Classify the material. Is it a procedure? Is it a concept? Is it an attitude? Think about you outline and learning objectives in these terms and then pick the appropriate instructional strategies.

4. Create script/storyboard
What exactly are you going to say? What will be on each slide or screen? If there is an audio component, you will need to write out the exact dialogue. Be prepared. This process is time intensive.

5. Create design template
You will need to create an overall look and feel to the project. Consult your IT director, webmaster, or Dean to see if there are any specific design templates you are required to use. If there are not, you will need to think about the following questions. Do you want a theme? What colors should you include? How do you want the information to look on the screen? Will you have an audio component? Do you want to use animation or movie clips? Create an initial template to work from. This helps you decide on the proper development software.

Formative Evaluation

Test out your design ideas with faculty and staff members and more importantly students. They will have comments and suggestions. Provide a set of questions for them to answer. Ask your faculty and staff about content and accuracy issues. Smith and Ragan offer a few suggestions for the evaluation process. A one-to-one evaluation or possibly a small group evaluation method would be applicable in this setting (Smith, 340-347). This depends on the availability of you and your students. Make sure to pick a group that is representative of your overall student population. Ask students about relevancy of content, design decisions and organizational strategies. They may not always know the right answer, but their comments will provide some sort of insight. Furthermore, current students will have an idea about what is "useful information" and what information would have been helpful from the start.

Research

After you have received suggestions from the faculty, staff, and students, go back and research these ideas. You will have a better idea what to look for and what types of questions to ask your colleagues. For example, maybe a student suggested that you organize the content differently. Consult other schools to see what they are doing. Did they think about organizing it differently in the beginning? Why did they choose this particular organizational method?

Development

1. Create timeline
If your timeline has not already been pre-determined, decide how you want to go about the development. What parts should be completed first? Does the order of completion matter? Check with your boss or co-workers about deadlines or presentations. If people are helping you with the development process, delegate responsibilities accordingly. The bottom line is make a schedule and stick to it.

2. Begin production
Be careful not to be paralyzed by planning. You may need to start production before all aspects of the development process are perfect. You will need to have a committed developer as well as proper release date. Each day, make sure you are organized enough to begin and complete at least a portion of the project.

3. Gather supporting material
Your project may require supplemental handouts. For example, if you are creating a CD-ROM based financial aid workshop, you may want to include a FAFSA form and an application. Also, if your student evaluation form is not part of the computer content, you should finalize it and include it in the packet. Make sure to organize this material before the implementation of the project.

Formative Evaluation

It's time to conduct some field trials with your students. First, listen to their suggestions and make the appropriate changes before implementation. Next, bring the almost final version to a faculty or staff member (preferably, the English teacher) to check specifically for spelling or grammar errors. At this point, you don't want them to check for content.

Research

Many issues, that you were not aware of before development, arise at this stage. Contact other colleagues and ask them specifically about implementation problems. It's never too late to ask.

Implementation

1. Test equipment
Make sure that all aspects of the program are working correctly. If they are not, do not implement. Be sure that staff members are aware of the implementation of the project and are prepared for questions or problems.

2. Test run
If everything is ready to go, test the orientation with a few students. Again prompt them regarding revisions, suggestions, problems, etc. If there are no major complaints, begin full implementation.

Summative Evaluation

Review all student assessments and evaluations. Make changes accordingly. Create a plan to revise the project every three to six months or when major content changes have occurred.

Research

Keep up with the trends. Always be looking at innovative ways to improve your project. Attend conferences or workshops.

The Holistic Humbling: An ADDIE Addition

Evaluation and research drive all aspects of my model. At the risk of sounding sappy, the use of these ideas stems from the innate nature of an educational setting: to screw up, share ideas for remedy and grow from the experience of doing so. I do not think that all settings are awarded this luxury. My co-workers are always willing to provide suggestions for revisions. Moreover, I have been fortunate enough to attend student service conferences where my colleagues present extremely well-organized ideas for improving the quality of student services. It is much easier to borrow and improve than to create.

The main difference between my model and ADDIE is the idea that the evaluation and research process should occur throughout the entire project. The ability to do a continual evaluation process is very difficult in many settings. However, a student service setting grants you the opportunity to talk to your audience daily. Therefore, you should be able to ask your students for advice and feedback. Moreover, the research component is particularly helpful and unique to my setting, because people involved in student services are many times very willing to share their ideas, which may not be the case in a corporate environment. Aside from evaluation and research components, my model is very similar to ADDIE.

A Quick Example

Within my setting, I intend to use this model to design computer-based orientations. In fact, I have already begun the project. Using Macromedia's FLASH, the New Student Orientation provides general information for incoming students. I found the evaluation and research steps to be extremely helpful processes. I contacted a school in Florida that was already using a similar orientation. One of their advisors suggested many possible strategies and procedures. Because I am an extremely novice designer, this saved me hours of work. I also was very lucky to find a work study student that knows FLASH and is helping me with the development process. The project is well underway and I am constantly evaluating my decisions. For me, this indicated that my model works best for novices.

Still Thinking.....

Depending upon your particular resources, the technical aspects of computer-based materials can be extremely expensive and time consuming. You could be fortunate enough to have a work study that knows FLASH and will work for $7.00/ hour, or you may have to out-source the development process. Outsourcing the project can be extremely expensive, which could put a major kink in your project. I am still grappling with this idea of technical resources. I tried to account for it by emphasizing the research process, because I do believe that if you look hard enough you can find people who have the technical capabilities. However, if you do have to out-source the project, your model needs to completely change.???

I am also still thinking of including a step that talks about losing the face-to-face interaction with students and possible strategies to help smooth this process. Paradigms are changing, but some students as well as employees are not ready for technology to replace human contact. This aspect completely depends upon the nature of you faculty, administration, staff and students. I was not quite sure where to include this step, nor was I completely clear on its relevance to the instructional design process.

The last question that I'm struggling with is naming these computer-based materials. I do not believe they fit into the performance support systems (EPPS) category, because they are not instructing the faculty and staff. In Smith and Ragan, they mention that EPPS is becoming more popular in public education, but they did not provide examples (Smith, 379). Moreover, I do not think these computer-based materials fit into the instructional category. They are simply performance support tools for students. However, I could not find a specific title for this type of material.

To Have or to Have Not: Reflections

The initial process of designing my model reminds me of the famous *NIKE* motto: Just Do It. First, I tried to outline all of the pieces so I could get an overview of the project. That got me started, but I found it very cumbersome and overwhelming. Then, I tried to work on the visual representation. This helped a lot. Once I started graphically creating the pieces, I realized that research and evaluation were my most important elements. Finally, I began writing the first step. Once I started to write, the ideas just started flowing. Moreover, Joni's reflection questions made me think about my decisions, which resulted in many changes as well. The revision process was actually quite fluid.

The main struggle I had was the conflict between my visual representation and the title. My title lends to a circular graphic; however, I believe that models are meant to be clear visual references. I prefer the look, feel, and usability of linear visual models.

I believe the research and evaluation sections are the major strengths of my model. It's amazing what resources you can find if you just look and ask. However, they can be very time intensive processes, which could make them my biggest weakness as well. It is a bit of a risk. If you do not find what you are looking for, you may end up

wasting a lot of valuable time and effort. It all comes down to your particular environment at a particular time. This is the biggest lesson that I have learned from designing the model. At first, I wanted to include absolutely everything, but soon realized that models are meant to be generic representations, because it is nearly impossible to account for all of the possible situational issues.

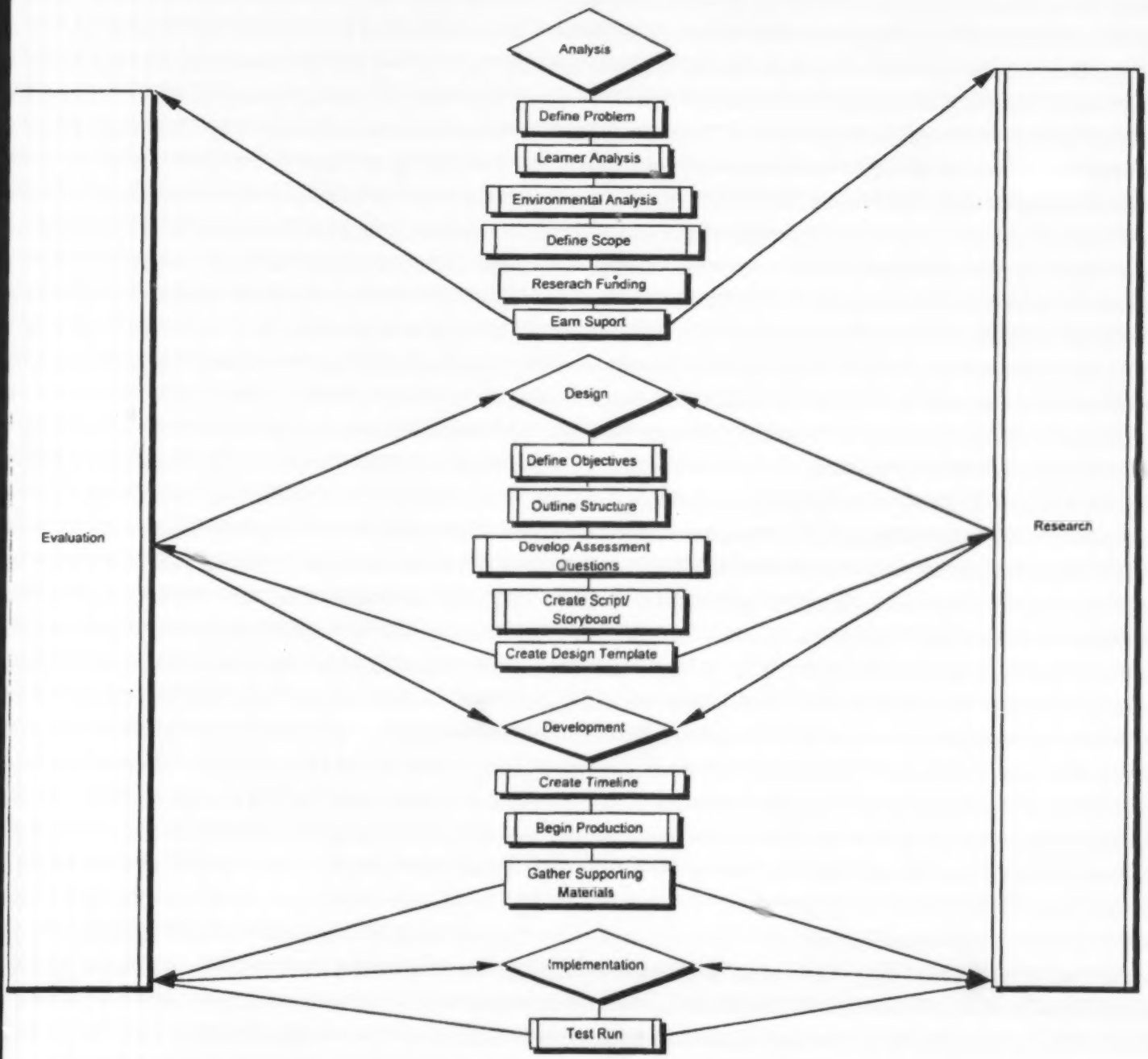
Bibliography

Fardouly, Niki. "Instructional Design of Learning Materials." *Principles of Instructional Design and Adult Learning.* (20 Aug. 1998). http://www.fbe.unsw.edu.au/learning/instructionaldesign/materials.htm (04 Oct. 2001).

Smith, P.L., & Ragan, T.J. (1999). "Instructional Design. 2nd ed." New York, NY: Wiley.

There's No Need to Reinvent the Wheel

Valerie Kisiel
ILT 5110
Final Model



BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: LinKability: Orientation for the 21st Century	
Author(s): Valerie Kisiel Erin Hoag	
Corporate Source:	Publication Date: 01-15-02

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1 ☐

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A ☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B ☒

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature:	Printed Name/Position/Title: Valerie Kisiel / Academic Advisor
Organization/Address: 255 N. Main St. Longmont, CO 80501	Telephone: 303-516-8938 FAX: 303-516-8298
	E-Mail Address: vkisiel@hotmail.com Date: 04 30 02

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor: Front Range Community College
Address: 2255 N. Main St. Longmont CO. 80501
Price: Negotiable

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC® Clearinghouse for
Community Colleges
3051 Moore Hall, Box 951521
Los Angeles, CA 90095-1521 EE 45

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com

EFF-088 (Rev. 2/2000)